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AUTHOR Johnson, Agnes
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ABSTRACT

Materials are presented from a 1994 meeting on expanding community connections of the six-state Magnolia Circle Outreach Project, which fosters networking between families and professionals involved in services for children (birth to 5 years) with, or at risk for, developmental delays. The meeting was designed to highlight successful collaborative community resources, services, and service delivery mechanisms as well as to strengthen regional networks by linking resources and resource persons. Meeting attendees were from Alabama, Arkansas, Kentucky, and Tennessee, and represented parent networking programs, community early intervention and preschool programs, public schools, Head Start, state Departments of Education, and a state transition project. Meeting materials include: a list of participants and the meeting agenda, a list of issues and problem-solving strategies proposed by participants, a list of networking ideas, a summary of an address by Agnes Johnson concerning the Technical Assistance for Parent Programs and the Parent Training and Information Centers, a list of potential funding sources and resources for rural interdisciplinary assessment teams and types of staff/professionals who may participate, results of meeting evaluation, and a bibliography of resource materials. (SW)

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HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS
LAQUINTA INN AIRPORT, NASHVILLE, TN
SEPTEMBER 22-23, 1994

PRESENTER: AGNES JOHNSON
DIRECTOR, SPECIAL KIDS
P. O. Box 61628
HOUSTON, TX 77208-1628
Phone: 713-643-9576
Fax: 713-643-6291

MAGNOLIA CIRCLE OUTREACH PROJECT STAFF:

Dr. Steve Warren, Principal Investigator
Donna DeStefano, Project Coordinator
Evelyn Hale, Regional Coordinator
Donna Consacro, Program Assistant

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*Technical assistance services provided by NEC*TAS*
(the National Early Childhood Technical Assistance System)

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HIDDEN TREASURES:
EXPANDING COMMUNITY CONNECTIONS

On September 22 and 23, 1994, Magnolia Circle Outreach Project staff, with technical assistance services provided by **NEC*TAS** (the National Early Childhood Technical Assistance System), sponsored a meeting entitled **Hidden Treasures: Expanding Community Connections**. The keynote speaker and session leader was **Agnes Johnson** of **Special Kids Parent Training and Information Center in Houston, Texas**. In keeping with the overall objectives of the Magnolia Project, the purposes of the meeting were to:

* Highlight successful collaborative community resources, services, service delivery mechanisms

* Foster networking between and among families and professionals involved in services for young children with or at risk for developmental delays (birth to 5 years) and their families within the Southeastern United States

* Strengthen regional networks by linking resources and resource persons.

There was a total of 40 attendees at this meeting (two of whom shared "slots"): 2 from Alabama, 2 from Arkansas, 12 from Kentucky, and 24 from Tennessee. Ten persons are parents of children with disabilities, many of whom are providing services to children with disabilities and/or their families and professionals. Attendees were from the following groups/agencies: parent training and information centers, parent groups and parent networking programs, community early intervention and preschool programs, public school personnel, Head Start, Part H districts/regions, State Department of Education, and a statewide project on transition.

Magnolia staff believe that through opportunities to come together, meet each other, and share our knowledge about services and resources, we are better prepared to meet the needs of young children with disabilities and their families. Through these proceedings, we hope to share the thoughts and ideas expressed during this meeting of parents and professionals.

The development of these proceedings was supported by a grant from the United States Department of Education, Early Education Program for Children with Disabilities: the Magnolia Circle Outreach Project, a multistate outreach grant (HD023A10009-91: Steven F. Warren, Principal Investigator). However, the content does not necessarily reflect the position or policy of the U.S. Department of Education, and not official endorsement of these materials should be inferred.

HIDDEN TREASURES MEETING -- ATTENDEE LIST
SEPTEMBER 22 & 23, 1994

STATE: ALABAMA

Janesy Blankenhorn
Child Find -- RRP
1050 Government Street
Mobile, AL 36604
205-432-4314
Home: 711 Jordan Lane
Daphne, AL 36526
205-626-3638

** Kathy Jaekle
Special Education Action Comm. Inc.
3322 Memorial Parkway, S.W.
Huntsville, AL 35801
205-882-3911

STATE: ARKANSAS

** Jeffrey W. Nolte
Arkansas Parents for Inclusive Communities
1670 S. Pleasant #D-104
Springdale, AR 72764
501-756-0844

** Wanda Stovall
Arkansas Disability Coalition
10002 W. Markham, Suite B7
Little Rock, AR 72205
501-221-1330

STATE: KENTUCKY

Deanna Bond
Family Life CDC, CAP
Route #3, Box 43
Mt. Vernon, KY

Shannon Bristow
CAP Child Development Center
1333 Slate Lick Road
Berea, KY 40403
606-986-1177

Veronica W. Brown
Kentucky Early Intervention System
1887 Rutherford Avenue
Louisville, KY 40205
502-452-6923

** Janet Fugate
KEIS, First Steps
332 Tate Page Hall
Western Kentucky University
Bowling Green, KY 42101
502-745-3711 (work)
502-782-7416 (home)

** Angela M. Hawkins
Kentucky Dept. of Education
500 Mero Street
Frankfort, KY 40601
502-564-7056 (Phone)
502-564-6771 (FAX)

Laurie Cottrell
Kentucky-SPIN
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
502-456-0923

Teri Mehler
CAP Child Development Center
1333 Slate Lick Road
Berea, KY 40403
606-986-1177

Brenda Mullins
Kentucky Transition Project
465 Springhill Drive
Lexington, KY 40503-1233
606-278-0549

Sharron Smith
CAP Child Development Center
1333 Slate Lick Road
Berea, KY 40403
606-986-1177

Sue Wells
First Steps TA Team
Eastern Kentucky University
245 Wallace Building
Richmond, KY 40475-3133
606-622-1867
Home: 2080 Redhouse Road
Richmond, KY 40475
606-623-4513

Heather Westphal
First Steps/KEIS
Murray State University
P. O. Box 9, Dept. of Special Ed.
Murray, KY 42071-0009
502-762-6828 (work)
502-759-9975 (home)

Janclay Britton
First Steps/KEIS
245 Wallace Building
Eastern Kentucky University
Richmond, KY 40475-3133
606-622-1867

** willing to be a speaker

STATE: TENNESSEE

Bertha Alexander
TEIS
Box 328, Peabody College of Vanderbilt
Nashville, TN 37203
615-343-1977

** Jan Barton
Part H Monitor - DMHMR
5908 Lyons View Drive
Greenbriar Cottage
Knoxville, TN 37919
615-588-0508

Gail Cuddy
CAA/Head Start
1221 Highway Drive
Clarksville, TN 37040
615-648-5785

Leslie Dennis
U. T. Martin - Infant Stimulation Program
340 Gooch Hall
Martin, TN 38238
901-587-7113

Julie Dibble
TEIS
Box 328, Peabody College of Vanderbilt
Nashville, TN 37203
615-322-8981

Kathleen Donaldson
Part H Monitor
Clover Bottom-Office of Community Services
P. O. Box 140500
Nashville, TN 37214-0500
615-231-5025

** Merril Harris
DeKalb County Schools
Rt. 1, 1179 Cathcart Road
Dowelltown, TN 37059
615-536-5287

Joanne Houff
UT Martin - Infant Stimulation Program
340 Gooch Hall
Martin, TN 38238
901-587-7113

Sarah Hunt, Director
Child Development Center
732 N. Main Street
Shelbyville, TN 37160
615-684-8681

Cheryl Jackson
Parents Encouraging Parents
TN Dept. of Health -- CSS
1216 Trotwood
Columbia, TN 38401
615-380-2527

Jacque Johnson
2402 Paddock Drive
Murfreesboro, TN 37129-5344
615-259-3630 (office)
615-896-2126 (home)

Joy Lott
TEIS
Box 328, Peabody College of Vanderbilt
Nashville, TN 37203
615-322-8981

Kim Mathis
UT Martin - Infant Stimulation Program
340 Gooch Hall
Martin, TN 38238
901-587-7113

Pam Mort
TEIS
Box 328, Peabody College of Vanderbilt
Nashville, TN 37203
615-322-8184

Susan B. O'Connor
TEIS - UC
TTU, P. O. Box 5074
Cookeville, TN 38505
615-372-3561 (work)
615-537-6786 (home)

Vicki Olds
TEIS, UT Martin
340 Gooch Hall
Martin, TN 38238
901-587-7114

Sandy Self
TEIS
Box 328, Peabody of Vanderbilt
Nashville, TN 37203
615-343-2513

Carole Soucaze
DeKalb County Schools
Route 3, Box 374
Smithville, TN 37166
615-597-4415

Beverly Diane Taylor
Sumner Co. Board of Education
P. O. Box 1199
Gallatin, TN 37066
615-451-5420

Lynda Tyus
TEIS, Box 328, Peabody of Vanderbilt
Nashville, TN 37203
615-322-8129

** Filomena Walker
TEIS -- Upper Cumberland
Tennessee Tech, Box 5074
Cookeville, TN 38505
615-372-3561

** willing to be a speaker

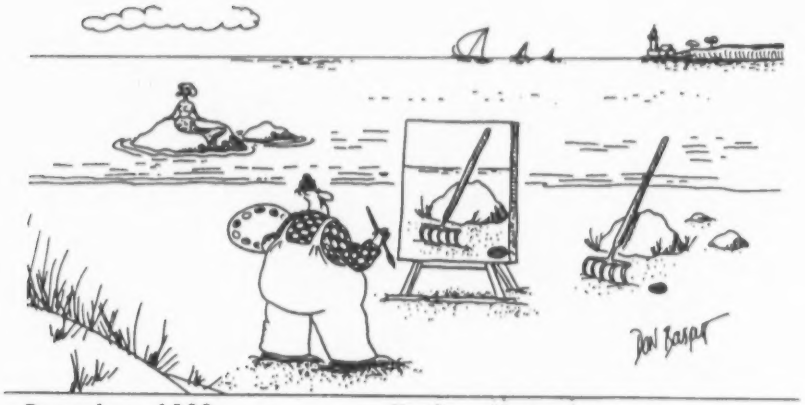
Sharon Waterfield
TEIS, UT Martin
340 Gooch Hall
Martin, TN 38238
901-587-7114

Ronnie Webb
KIDS, Inc.
Rte. 21, Box 1
Crossville, TN 38555
615-484-8306

Sandy Zuri
Foundations, Box 628
Dickson, TN 37056
615-446-2325

Magnolia Circle Outreach Project
Box 328, Peabody of Vanderbilt
Nashville, TN 37203
615-322-8277 or 800-288-7733

Guidelines for Participants



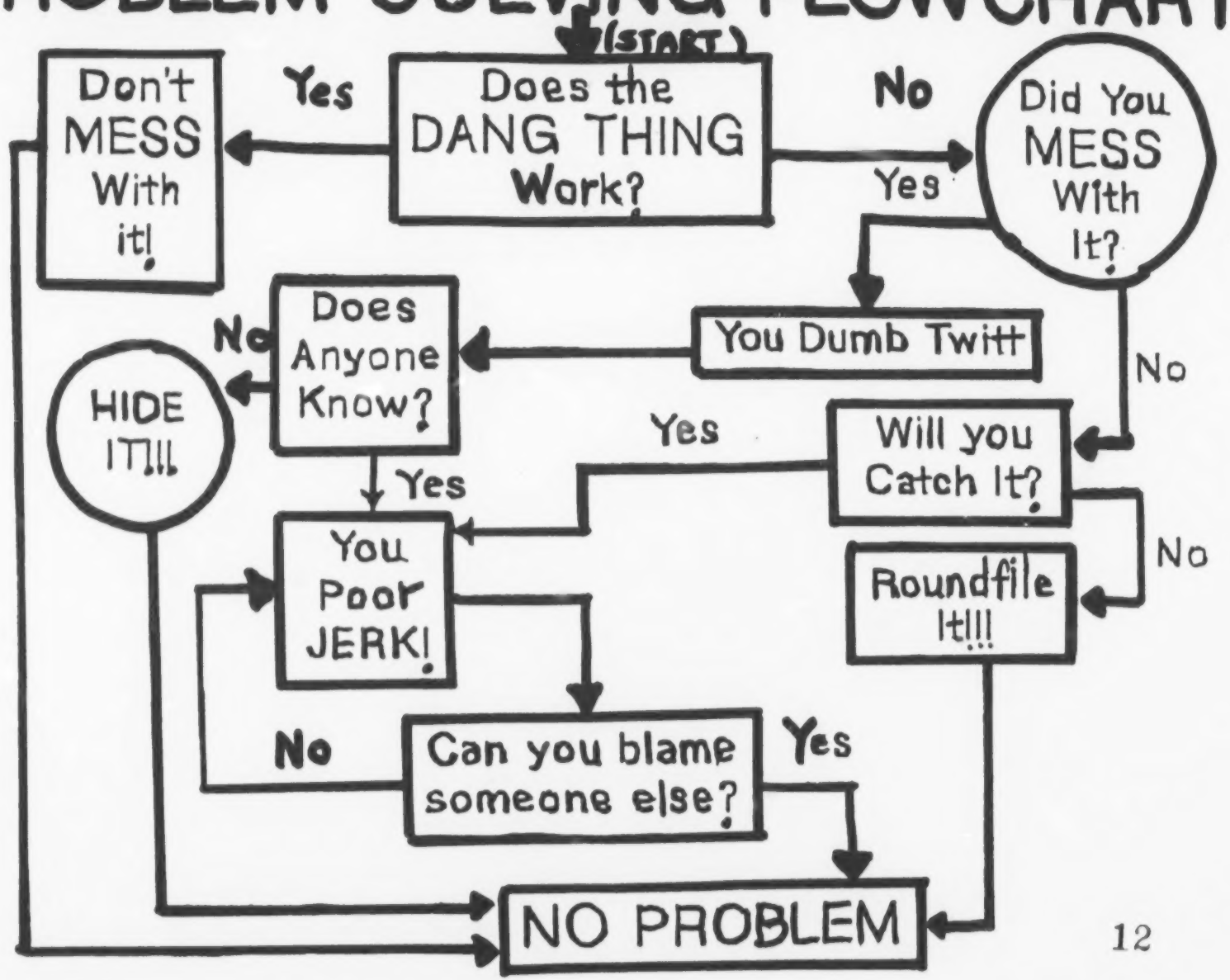
December 1993 Yankee Magazine

People's perceptions and feelings about things are often very different. Throughout the training session, we want to provide an opportunity for a variety of ideas, experiences, and feelings to be openly expressed by participants.

Therefore, as you participate in the training activities, please try to have your comments and questions reflect the following thoughts:

* I respect you as a person.
* I might learn something from you.
* I really want to hear more.
* Your ideas are worth listening to.
* I care about your opinion.

PROBLEM SOLVING FLOWCHART



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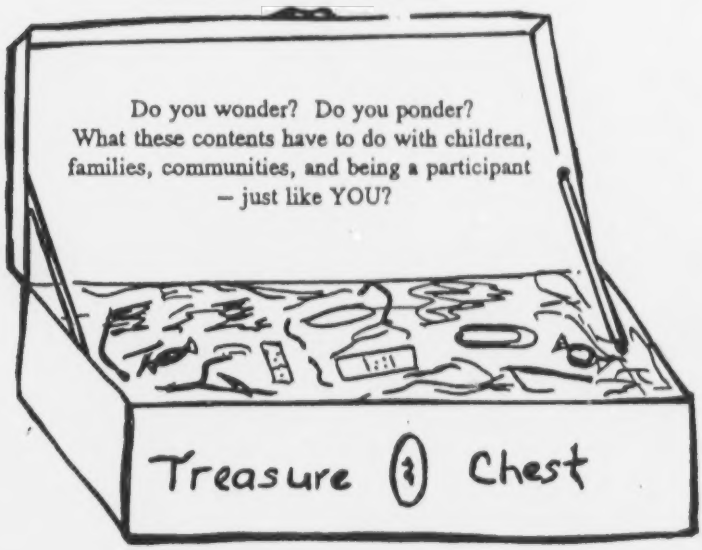
Source: Shriners' Meeting, September 1994, Lexington, Kentucky

NOTE: The following list and description of treasure chest items was attached to small lunch bags. The bags contained the items listed. Each participant at the conference was given one of the bags. The staff of the Magnolia Circle Outreach Project would like to thank our colleagues Stella Fair, Lisa Mandracchia, and Margie Cox at the University of Southern Mississippi for sharing this with us.

HIDDEN TREASURES


Do you wonder? Do you ponder?
What these contents have to do with children,
families, communities, and being a participant
– just like YOU?
Treasure Chest

Here's why your treasure chest contains these items:

RUBBER BAND: to remind you to stretch your ideas and your mind to new limits to foster networking between and among families and professionals.

TISSUE: to remind you to see the tears and needs of others, including those of yourself and fellow community members.

TOOTHPICK: to remind you to "pick out" the good qualities of yourself and others.

BAND-AID: to remind you of healing hurt feelings, either yours or someone else's.

CANDY: to remind you that everyone needs a yummy treat occasionally.

PAPER CLIP: to remind you to "keep it all together" whether "it's" your mental health or the effectiveness of your community.

ERASER: to remind you that everyone makes mistakes sometimes, and that's all right.

KEY: to remind you that we are all different, but together we can unlock many doors.

MINT: to remind you that you are worth a MINT!

The Magnolia Circle Project - Steve, Donna, Donna, and Evelyn

Adapted from: Project COACH, USM, Hattiesburg, MS

HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS
NASHVILLE, TENNESSEE
AGENDA

Thursday, September 22, 1994

9:30 - 10:00	Registration
10:00 - 10:15	Welcome and Introduction of Magnolia Circle Outreach Project Staff and Overview of Hidden Treasures Meeting -- Dr. Steve Warren Donna DeStefano, Evelyn Hale, Donna Consacro Introduction of Agnes Johnson, Director of Special Kids in Houston
10:15 - 12:30	Morning Session -- Led by Agnes Johnson Participants will be asked to introduce themselves Presentation on Parent Training Centers in General and the Special Kids Parent Training Center in Houston -- Agnes Johnson
12:30 - 1:30	LUNCH (will be provided at the hotel)
1:30 - 3:30	Issues Breakout -- Facilitated by Agnes Johnson Identify and List Critical Issues in Expanding Community Connections to Meet the Needs of Families and Children with Disabilities In groups of 7-8 persons, clarify and discuss a chosen issue and identify strategies to address the issue (see handout)
3:30 - 4:45	Large Group Sharing of Issues Breakout -- Facilitated by Agnes Johnson
4:45 - 5:00	Wrap-up of Day 1 -- Magnolia Circle Outreach Project Staff
5:30 - 7:00	Networking Reception at the Holiday Inn

HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS

Friday, September 23, 1994

9:00 - 10:00	Review and Discussion of "Carry-over" from Yesterday -- Led by Agnes Johnson
10:00 - 11:00	Discussion and Exploration of Interconnectedness -- Led by Donna DeStefano (a) What do you view your role/your agency's role is as being part of a larger network -- e.g., the early childhood network? (b) What would you like for your role to be?
11:00 - 11:45	Discussion Re: Future Networking Opportunities -- Led by Evelyn Hale Brainstorm and List -- What "optimum opportunities" for networking with families and professionals do you know about?
11:45 - 12:00	Wrap-up and Evaluation Au Revoir

Hidden Treasures:
Expanding Community Connections

September 22 & 23, 1994
Nashville, Tennessee

Presenter and Facilitator:
Agnes Johnson
Director, Special Kids
P. O. Box 61628
Houston, TX 77208-1628
Phone: 713-643-9576

Sponsored by: Magnolia Circle Outreach Project
Technical Assistance Services Provided by NEC*TAS

Agnes Johnson spoke about herself as a parent and director of the Special Kids Program in Houston, TX. She discussed the demographics of Houston and its relation to the school system. Agnes then talked about the Technical Assistance for Parent Programs, the Parent Training and Information Centers, experimental projects, and emerging projects.

Key points that Agnes made during her introduction were:

* Be persistent
* Have a vision and recognize that the vision may change.

Special Kids Incorporated (S.K.I.) is a community-based organization formed to answer the needs of families of children with disabilities for support, education, and information. S.K.I. supports families that have been traditionally underserved and underrepresented in access to information and service delivery in regard to children with disabilities. S.K.I. strongly feels that providers must be:

- receptive to family input by virtue of the child's membership in that family;
- flexible in their service delivery;
- considerate of cultural and environmental factors; and
- acknowledge the right of that child to be an integral part of their community.

The services offered by S.K.I. include: support groups, information, education, recreation activities, and networking. S.K.I. is part of the Technical Assistance for Parent Programs, Federation of Families for Children's Mental Health, and Texas United Regional Network.

DIVERSITY IN ACTION

THE QUESTIONS:

To help to illustrate diversity in belief and practice, Agnes Johnson asked attendees at the Hidden Treasures Meeting the following questions:

What do you when you have a cold?
What is your "cure"?

THE RESPONSES:

Participants' responses to these questions are included in the following list entitled "Cures for the Common Cold" --

*** Honey and lemon**
*** Chicken soup**
*** Hot tea**
*** Nasty tasting root powders**
*** Whiskey and honey**
*** Hot lemonade**
*** Hot bath**
*** Rest**
*** Vicks vapor rub (chest, nose, etc.)**
*** Vaporizing**

THE DISCUSSION:

*** Agnes highlighted how different these "cures" were. She asked if the person whose cure is to eat chicken soup would be interested in taking some nasty tasting root powder instead. There was some hesitation before the answer "Probably not" came.**

*** Agnes continued to talk about these various "cures" and how these cures are related to the individual's experiences within their cultural group -- reflecting the values, beliefs, and behaviors of the group. Cultural factors relate to religion, traditions, food, clothes, sex roles in the family, and language.**

*** The final thoughts are reflected in the following statements:**
- *** What you like, I may not like and vice versa.**
- *** That doesn't make it wrong or right; it just is.**

Hidden Treasures:
Expanding Community Connections

Related Issues and Strategies for Finding Solutions

During the afternoon of the first day of the meeting, the participants, as a whole group, identified critical issues in expanding community connections to meet the needs of families and children with disabilities (see next pages). Following that, the individual issues were clustered together, and these general issues were delineated:

- ***Quality of Services***
- ***Family***
- ***Inclusion/Exclusion***
- ***Resolving Philosophical Differences***
- ***Service Coordination***

Next, the participants divided into small groups to discuss one of the general issues and identify strategies to address that particular issue. The following pages are the result of the small group discussions. (5-page table entitled "Related Issues and Strategies for Finding Solutions")

For each issue there is space provided for you and others in your community to record your own ideas. This has been designed to be a "working" document because there can be many different strategies that will affect the same outcome(s). It is in the discussion of these strategies that individuals within communities can explore creative ideas for the benefit of children with disabilities and their families.

HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS
ISSUES TO BE DISCUSSED

* REACHING UNSERVED FAMILIES AND CHILDREN -- concerns and strategies to facilitate networking between local/grassroots efforts and formal systems

* FRAGMENTATION OF SERVICES -- explore strategies that might
  (a) prevent this and
  (b) offer support to families across the life span

* _____

* _____

* _____

* _____

HIDDEN TREASURES: EXPANDING COMMUNITY CONNECTIONS

ISSUES THAT WERE IDENTIFIED BY PARTICIPANTS

* Finding out about services

* Serving children in upper income (families)

* Funding

* Home schooling, e.g. when children are medically fragile, agencies/school systems want to provide services in the home rather that provide the necessary supports for the child to function in the community setting

* Breaking through to the "medical fraternity"

* Summer - extended school year services

* Diversity within communities - meeting needs individually and collectively

* Philosophical differences in providing services

* Creating services where there aren't any

* OT/PT services - difficulty getting them, especially, finding people with pediatric experience

* Quality of services

* Assistants working under certified people

* Health care reform

* Family-centered services continuing throughout (the age span)

* Empowerment - what does it mean?

* Coordinating service coordination

* Sensitivity to the family re: jargon and understanding the family's "language"

* Case loads - no limits

* Sensitivity to teaching parents to be parents - parenting with responsibility

* Alternative education for children with behavior problems

* When early intervention staff "set up" parents that the education system is "bad"

* Inclusion

EXPANDING COMMUNITY CONNECTIONS

RELATED ISSUES AND STRATEGIES FOR FINDING SOLUTIONS

ISSUES	STRATEGIES
I. Quality of services Case loads Lack of PT/OT Fragmentation of services Extended year services Assistants working under certified professionals Information about what services are available	What Kentucky 0-3 has done: * Developed personnel guidelines for all disciplines, including assistants * Created district level decision-making with single point of entry in each district * Formed interagency agreements to clarify who will do what What Arkansas has done: * Parent groups are impacting the quality of services (across age span) * Family (consumer) surveys * Empowerment (taking the load off another) Others: * Service coordination separate from any agency to reduce conflict of interest * Money follows the child rather than granting funds to programs to provide a limited "menu" of available services from which families may make selections * Families participate in developing options for the services they need - therefore services are more productive (come closer to meeting the family's defined needs) * As a team develop options; options may not exist and should be created
	YOUR IDEAS:

II. Family Empowerment Parent education Finding out about services Family-centered practices IEP/IFSP Funding for children from upper-class families	* Train professionals to empower families to speak up at IFSP/IEP team meetings and to participate in planning for their child. * Provide parents information (format, content) about their rights and their child's condition. * Have advocates available to assist parents all along the way. * Go to where the families are (e.g., laundromat, creek, revival meetings, etc.); listen to what they say about their needs. * Give complete information regarding options (possible approaches, services, etc.) rather than only telling families what the professionals might think is "best" for them. * Don't expect families to use jargon and acronyms. * Use parent advocates who know the family's language and jargon to accompany the family to ensure meaningful communication. * Learn the dialects the families use to better communicate with them.
	YOUR IDEAS:

III. Inclusion/exclusion Clarification: installations are not inclusions; cannot have partial inclusion; cannot wait until everyone is ready; inclusion requires adequate **support**. Home services are often segregated services.	* Define the mission. * Hire staff committed to the mission. * Set time lines. * Provide money incentives. * Use child care block grant money. * Although money doesn't easily move across agency lines, personnel and materials/equipment can be moved. * Promote role transfer and role release. * Broaden training and provide "hands-on" experience in multiple settings with multiple kinds of children. * Create an IEP for every child, not just children with disabilities -- every child has special needs and different learning styles. * Examine state funding formulas and work toward changing rules that inhibit inclusion. * Work with legislators. * Educate the community. * Create true partnerships with families. * Provide inclusive options at an early age so individuals will be able to function in the community when they leave the school system. * All persons providing related services must know what each other is doing (role function). * Make connections with higher education to impact teacher training.
	YOUR IDEAS: 26

<u>IV. Resolving philosophical differences</u> Breaking through the medical fraternity When early intervention staff "set up" families to think the school system is "bad"	Finding resolution: * Find common ground. * Begin with a pro-active position and maintain it. * Clarify all information and all assumptions. * Utilize an advocate. * Draw on the strength of parent support groups. * Begin planning early for meeting to resolve differences. * Have strategy meetings before formal meeting; focus on positive outcomes, not to blame or escalate aggressive behaviors. * Use clear communication with respect to all parties. * Share all ideas to initiate plans for the future. * Have exposure to credible information. * Stress empathy, not sympathy. * Form coalitions between teachers and parents; recognize that it takes time to build a level of trust. * Have parents and professionals attend the **same training,** together. * Educate medical personnel and the community at large. * Involve community resources into an awareness and sensitivity to individuals who have developmental disabilities. * EDUCATE, EDUCATE, EDUCATE.
27	<u>YOUR IDEAS</u>: 28

V. Service coordination A linkage or brokerage agency to find out what services families need and locate or create the services that meet those needs	* Create services when they are not already available. * Help families gain information about the services they will receive (know what they can expect). * Survey the community to find out what services are available and what services are needed to avoid duplication. * Need maintenance $$ for services to continue as opposed to decreasing funding to established programs and starting new programs. * Coordinate/collaborate at state and local levels to recognize and resolve turf issues. * Have different agencies pool resources. * Have family/professional teams develop options to meet the needs of that particular child and family. * Support the family's decision -- even if you may not agree with it!
	YOUR IDEAS:

Interconnectedness of
Persons Who Work with Children with Disabilities
and Their Families

Attendees at the Hidden Treasures Meeting discussed the relationships that they, as parents and agency representatives, have with each other and the importance of knowing what each other does. This helps to clarify any misconceptions that may have arisen as well as to set the stage for future collaborative activities.

Some attendees were able to share some information with the large group about their roles, agencies, and/or services for young children with disabilities and their families (refer to meeting attendee listing for addresses and phone numbers). Below are some brief notes that were taken:

Veronica Brown

* *Parent of a child with multiple disabilities*
* *Had been asked to participate on advisory boards -- the "token" parent; now the "parent from "..."*
* *Now a parent consultant with the Kentucky Early Intervention System -- role: liaison between parents and agencies*
* *She discussed the "Adopt-A-Legislator" program that she has been involved with*
* *Has a computerized bulletin board to link up with resources for children with deaf-blindness*

Jan Barton

* *Part H Monitor -- position funded through Tennessee Early Intervention System*
* *Federal legislation P.L. 99-457 passed in 1986 -- Part H relates to services for children Birth through 2 (up to age 3)*
* *States must ensure people providing services are doing it the way they should*

Kathy Jaekle

* *Works at SEAC -- Special Education Action Committee in Huntsville, a Parent Training and Information Center*
* *Lots of public relations work -- on television, giving interviews*
* *Important to connect with different agencies*
  - *exceptional family member program with military services -- can go anywhere in world in a post that provides special services -- (An attendee from Kentucky shared that their state Interagency Coordinating Council (ICC) for Part H has a person from the Department of Defense*
  - *Head Start*
  - *Human Resources*
  - *Juvenile Justice*
* *Coalition building important -- teachers will call PTIs to ask for help to move school system along -- one suggestion is to write on IEP to have training workshop in whatever area is needed to ensure appropriate programming*

Wanda Stovall

* *Arkansas Disability Coalition -- currently in year 3 of a 5-year grant period -- Parent Training Center in Arkansas*
* *Saw need to decrease the duplication of services, so started a trainers group that meets every other month in Arkansas -- bring in speakers (e.g., discuss changes in procedural safeguards) -- Want to make sure telling parents things in the same way*
* *Important to network and share*
* *Contact University Affiliated Programs -- Advocacy Services -- PTI's -- will input to a computer Bulletin Board*

Cheryl Jackson

* *Parent -- works with Parents Encouraging Parents Program -- funded by a federal Department of Education grant (under 89-313 funds) that funnels through the Tennessee Department of Education to the Tennessee Department of Health into Children's Special Services -- parent support*
* *Have a lending library*
* *Will have a computer database -- information statewide*
* *Working with Georgia Parent-to-Parent National Network -- especially for rare disorders*

hidden/connect

HIDDEN TREASURES MEETING

NETWORKING IDEAS FOR MAXIMIZING OPPORTUNITIES

** Get to know the funding sources and systems in your state -- have state-level people meet and connect with agency-level people.*

** Seek volunteer substitutes to cover staff responsibilities so staff can visit other programs. Ask administrators and state-level personnel to volunteer; this will give them a first-hand view of the local-level challenges.*

** Send "personalized" postcards to individuals you have met.*

** Create opportunities for social visiting.*

** Utilize Hidden Treasures meeting participants as speakers (see participant list to find out who has indicated a willingness to serve as speakers).*

** Videotape training sessions to broaden the opportunity to those who cannot attend meetings.*

** Use teleconferencing.*

** Contact the 1994 Miss America (who has a hearing disability) and other self-advocates.*

** Work toward improving interagency communication.*

** Those interested in planning for this group to get together again next year can meet with Merril after the meeting today. (Several interested individuals met and discussed tentative plans for meeting next year. As this is developed, participants will receive information about future meetings.)*

NETWKOP

POSSIBLE AGENCY PARTICIPANTS IN PLANNING MEETINGS AND RURAL ASSESSMENT TEAMS

LOCAL SCHOOL SYSTEMS - Teachers, Psychologists, Nurses, Social Workers

FAMILY MEMBERS

COMPREHENSIVE CARE CENTERS - Service Coordinators, Psychologists

HOSPITALS - Occupational, Physical, and Speech Therapists, Nutritionists, Specialty Physicians, Pediatric Nurses

HEAD START PROGRAMS - Coordinators, Teachers, Therapists

HEALTH DEPARTMENTS - Nurses, Social Workers, Physicians

COMMUNITY COLLEGES, COLLEGES, UNIVERSITIES - Technical Assistance, Training

LOCAL PHYSICIANS - Medical Assessment, Space to Provide Assessments

PROGRAM AND HOSPITAL ADMINISTRATORS - Grant Writing, Space Provision, Funding

STATE AGENCY PERSONNEL - Technical Assistance, Funding, Training

LOCAL PRIVATE BUSINESSES - Funding, Advertising, Public Awareness

EARLY INTERVENTION SERVICE PROVIDERS (Part H)

CHILD CARE PROVIDERS

PRIVATE NON-PROFIT AGENCY PERSONNEL

POTENTIAL FUNDING SOURCES AND RESOURCES FOR RURAL INTERDISCIPLINARY ASSESSMENT TEAMS

SCHOOL SYSTEMS - PART B FUNDS

COMMISSION FOR HANDICAPPED CHILDREN - HEARING EVALUATIONS AND OTHER FREE EVALUATIONS FOR CHILDREN WHO QUALIFY

EPSDT FUNDS THROUGH LOCAL HEALTH DEPARTMENTS

MEDICAID

SERVICE CONTRACTS WITH PRIVATE INSURANCE COMPANIES AND HMO'S

GRANTS THROUGH STATE MATERNAL AND CHILD HEALTH PROGRAMS (MCH) AND OTHER STATE AGENCIES SUCH AS DIVISION OF MENTAL RETARDATION. Example: Assessment and evaluation money through Part H (Children birth through three)

PRIVATE BUSINESS AND LOCAL CORPORATIONS

SHRINERS HOSPITAL FOR CRIPPLED CHILDREN - ORTHOPEDIC ASSESSMENTS

LIONS CLUB - EYE/VISION SERVICES

UNIVERSITY REGIONAL CLINICS - GENETICS, NEUROLOGY

Source: Berdine, P., Hallum, R., & Napier, L. Meeting the needs of rural communities through interagency collaboration. Presentation at the Fifth Annual Southeast Regional DEC/Head Start Conference in Lexington, KY.

mag5/AGENCYPA.FUN

RESOURCES BY STATE

	PART H	PART B	ICC	Head Start	Child Care	PTI
Alabama	Ouida Holder DOE/CRS 205-281-8780	Beverly Hunter DOE 205-242-8114	Richard Hanan DMH/MR 205-271-9209	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Betty Maxwell Day Care Licensing 205-242-1425	Carol Blades SEAC 205-478-1208
Arkansas	Jackie Barentine DHS/DD 501-682-8676	Sandra Reifeiss DOE 501-682-4222	Bill Geiger Univ. AR/Little Rock 501-569-8942	Region VI Office Mary Tom Riley Tommy Tidwell 806-742-3296	Virginia Reid Day Care Licensing 501-682-8500	Bonnie Johnson AR Disability Coalition 501-221-1330/or Barbara Semrau FOCUS 501-935-2750
Kentucky	Germaine O'Connell DMH/MR 502-564-7700	Angela Hawkins DOE 502-564-7056	Vicki Stayton Western KY Univ. 502-745-4641	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Laurel Walls Social Services 502-564-2524	Paulette Logsdon KY-SPIN 502-456-0923
Louisiana	Evelyn Johnson DOE 504-342-8846	Janice Zube DOE 504-342-3479	Mollie Alarcon 504-838-3900	Region VI Office Mary Tom Riley Tommy Tidwell 806-742-3296	Steve Phillips Day Care Licensing 504-922-0015	Debbie Braud Project PROMPT 504-888-9111
Mississippi	Hope Hendricks Bacon Dept. of Health 601-960-7427	Nancy Artigues DOE 601-359-3498	Shirley Miller 601-939-8640	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Diane Herring Day Care Licensing 601-960-7613	Ginger Smith MS Network 601-353-2703
Tennessee	Sarah Willis DOE 615-741-2851	Sarah Willis DOE 615-741-2851	Wes Brown East TN State Univ. 615-929-5849	Region IV Office Valerie Campbell Nita Thompson-Norfleet 601-362-9154	Janet Camp DHS 615-741-3312	Nancy Diehl Carol Westlake STEP 615-639-0125

CRS = Children's Rehabilitation Services
DD = Developmental Disabilities
DHS = Department of Human Services
DMH/MR = Department of Mental Health/Mental Retardation
DOE = Department of Education

ICC = Interagency Coordinating Council
KY-SPIN = Kentucky Special Parent Involvement Network
PTI = Parent Training & Information
SEAC = Special Education Action Committee
STEP = Support and Training for Exceptional Parents

Compiled by staff of the Magnolia Circle Outreach Project - 9/94

A Listing of the Resources Shared at the Hidden Treasures Meeting

** *Arkansas Disability Coalition Brochure -- A brochure about Arkansas' parent training and information center. Available from: Arkansas Disability Coalition; 10002 W. Markham, Suite B-7; Little Rock, AR 72205; Phone: 1-800-223-1330; 501-221-1330.*

** *Beach Center on Families and Disabilities Newsletter Excerpt -- An excerpt on empowerment and family support programs. Available from: Beach Center on Families and Disabilities; The University of Kansas; 4138 Haworth Hall; Lawrence, KS 66045; Phone: 913-864-7600.*

** *Caring for Little Ones Sample Newsletter -- Newsletter for persons who work with infants and toddlers. Available from: Caring for Little Ones; P. O. Box 97; Cowdry, CO 80434.*

** *Disability Etiquette Brochure -- A brochure about how to interact with people who have disabilities. Available from: Coalition for Tennesseans with Disabilities; 1207 Seventeenth Ave. South, Suite 100; Nashville, TN 37212; 615-320-9339.*

** *Families Helping Families of Greater New Orleans Brochure -- A brochure about a family-directed resource center in New Orleans, Louisiana. Available from: Families Helping Families; 4323 Division Street, Suite 110; Metairie, LA 70002-3179; Phone: 1-800-766-7736; 504-888-9111.*

** *KY-SPIN (Kentucky Special Parent Involvement Network) Brochure -- A brochure about Kentucky's parent training and information center. Available from: KY-SPIN; 2210 Goldsmith Lane, Suite 118; Louisville, KY 40218; Phone: 1-800-525-7746; 502-456-0923.*

** *National Center for Family Literacy Brochure -- A brochure and fact sheet about the services and programs of the National Center. Available from: National Center for Family Literacy; Waterfront Plaza, Suite 220; 325 West Main Street; Louisville, KY 40202-4251; Phone: 502-584-1133.*

** *National Parent Network on Disabilities -- A brochure and copy of "Toys R Us Toy Guide for Differently-Abled Kids!" Available from: National Parent Network on Disabilities; 1600 Prince Street, Suite 115; Alexandria, VA 22314; Phone: 703-684-6763.*

** *PACER Center Catalog of Publications -- The Pacer Center is a coalition of organizations in Minnesota representing many disabilities. It is staffed primarily by persons who are parents of children with disabilities or who have disabilities themselves. Catalog available from: PACER Center, 4826 Chicago Ave. S., Minneapolis, MN 55417-1098; 612-827-2966.*

** *Parent Partners News -- A newsletter from Mississippi's parent training and information center. Available from: Parent Partners; The Arc of Mississippi; 311 North State Street; Jackson, MS 39216; Phone: 1-800-366-5707; 601-366-5707.*

** *Parents Encouraging Parents Information Sheets -- Information on Tennessee's statewide parent support network. Available from: P.E.P.; 312 8th Avenue North; Tennessee Tower, 10th Floor; Nashville, TN 37247-4701; Phone: 615-741-0361.*

** *Planning Guide for Regional Workshop Organizers -- A guide developed through the Magnolia Circle Outreach Project. For more information, contact: Donna DeStefano; Box 328, Peabody/Vanderbilt; Nashville, TN 37203; Phone: 615-322-8277.*

** *Project PROMPT Brochure -- A brochure about Louisiana's parent training and information center. Available from: Project PROMPT; 4323 Division Street, Suite 110; Metairie, LA 70002-3179; Phone: 1-800-766-7736; 504-888-9111.*

** *Special Education Action Committee Inc. (SEAC) Brochure -- A brochure about Alabama's parent training and information center. Available from: SEAC; 3322 Memorial Parkway S.W., Suite 15; Huntsville, AL 35801; Phone: 1-800-222-7322; 205-882-3911.*

** *Special Kids Brochure -- A brochure about the Texas parent training and information center that Agnes Johnson directs. Available from S.K.I.; P.O. Box 61628; Houston, TX 77208.*

** *STEP (Support and Training for Exceptional Parents) Brochure -- A brochure about Tennessee's parent training and information center. Available from: STEP; 1104 Tusculum Blvd.; Greeneville, TN 37743; Phone: 1-800-280-STEP; 615-639-0125.*

** *TAPP (Technical Assistance for Parent Programs) Directory -- A national directory of parent training and information programs. Available from: TAPP, Federation for Children with Special Needs; 95 Berkeley Street, Suite 104; Boston, MA 02116; Phone: 617-482-2915.*

** *Texas United Regional Networks Brochure -- A brochure about information, training, and support for children with serious emotional and mental disorders. Available from Texas United Networks; 1020 Riverwood Court; Conroe, TX 77304; 409-525-2580*

** *TREDS: Tennessee Outreach Project for Children and Youth with Dual Sensory Impairments (Vision and Hearing) Brochure. Available from: TREDS; Box 328, Peabody/Vanderbilt; Nashville, TN 37203; 615-322-8277.*

DATE:

TO: ME

FROM: ME

RE: Thoughts from the **HIDDEN TREASURES** meeting

The most intriguing thing I learned at this meeting was

A really interesting person I met was

because

I will keep in contact by

As a result of what I learned at the conference, I will take the following concrete action:

EVALUATION DATA - 30 Respondents

HIDDEN TREASURES MEETING

MAGNOLIA CIRCLE OUTREACH PROJECT

September 22 & 23, 1994

We are very interested in your response to the meeting. Please circle the numeral that indicates your response to each question.

	Not at all		Somewhat		A lot
Did the meeting address topics that are important to you?		3%	13%	24%	60%
Was the format acceptable (i.e. type and length of activities)?			13%	34%	53%
Did sharing ideas/networking with participants have a positive impact?			3%	27%	70%

As a result of participation in this workshop I plan to:

See attached

Comments for Agnes:

See attached

Thank you for your response. Please offer any additional comments on the back of this form.

As a result of participation in this workshop I plan to:

* Find out where the PTI (Parent Training and Information) Center is in TN.
* Check out what is in the PEP (Parents Encouraging Parents) library.
* Investigate the possibilities for interstate relationships for service deliveries.
* Contact the other people for more ideas.
* Work more closely with the PEP program in my region.
* Use some ideas of networking.
* Still work on my ideas of a pre-school "school" site for our early intervention, pre-school public school, head start, day care - before and after school care etc. to share administrative costs and to provide interactive settings and related services for children.
* Take back and share this information with people and co-workers in my area. I will encourage others to use this information.
* Explore the idea of "Adopt a Legislator" (idea from KY) for our local parent contacts.
* Pursue interagency collaboration possibilities to share services.
* Network with other participants.
* Try to get this network meeting to continue. We need two full days for this meeting.
* Contact participants with valuable information for my program.
* Go back and talk at the state level about getting a regional conference going at this time.
* Pursue ideas for networking. Renew membership in national and regional organizations.
* Put lots of energy into keeping this happening.
* Continue networking with conference participants.
* Use conference information to train and encourage professionals and parents, collaboratively.
* Try to keep in contact with as many participants as possible and find ways to have a similar conference in my state of Arkansas.
* Go back to Alabama with all the great ideas and people I met and try and find the people who can help make the changes that are needed, especially, in the north. I want to attend more workshops and conferences.
* Keep in touch with a lot of the folks I met there and use some of the strategies that were discussed in the workshops.

Comments for Agnes:

* It was a real pleasure meeting you.
* I enjoyed your family stories and your overall presentation.
* Thanks
* Good job
* Thanks for sharing your time, your humor, and your empathy. You are a good listener and helped us assimilate our ideas. You are a remarkable mom and sister, aunt (and friend I'm sure) to those who need your care and love.
* Thanks for your wealth of information and for the successful pulling together of ideas and possibilities from so many parent/professionals. Also the warmth in sharing was well received!! Thanks for sparking the ideas and pulling everyone together to accomplish so much!

* I found your participation in this meeting very useful. Your personal family story and your approach to problem solving seems to be punctuated by calmness and reasonableness that I believe will stay with me as I endeavor to help families in my district. Thanks for the inspiration.
* Thank you for bringing the perspective of parents as you did so well.
* I enjoyed your presentation.
* Thanks! It was fantastic!
* Good job!
* Provide a different kind of activity to get to know each of the participants rather than just telling our names. Maybe a game. Share more parent books or resources that are used.
* Enjoyed your insight and comments. Your humorous (funny) interjections were nice and kept us from taking ourselves too seriously.
* Thanks!
* Thanks for sharing your ideas.
* Excellent speaker. I like your energy and enthusiasm. Thank you for being here, sharing your ideas, and facilitating the meeting.
* Come back!
* Thank you.
* I found this conference very helpful. Thank you for coming to Tennessee.
* Thanks. Please try to keep in touch!
* I truly enjoyed meeting you, spending last evening at dinner with you. I have learned so much from this conference. It made me realize the importance of networking with people from other states. I hope to see you again.
* Enjoyed her very much! She was very down to earth and spoke from the heart. Look forward to seeing her in Washington, D.C.

Additional comments:

* Meeting needs to be 1/2 day longer.
* Longer (format) would be OK.
* Was the format was acceptable? -- rated a (6), more than a lot.
* Have two full days.